DOCUMENT RESUME

ED 357 163 CE 063 301

TITLE	Best Practices in Career Development. Activities for First Grade. A Supplement to the Blueprint for Career Preparation.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE	93
NOTE	44p.; For related documents, see ED 332 006 and CE 063 300-305.
AVAILABLE FROM	Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. CD 802 BK 93).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Awareness; Career Development; *Classroom Techniques; *Grade 1; Language Arts; Learning Activities; Lesson Plans; Mathematics; Primary Education; Social Studies; Teaching Methods

ABSTRACT

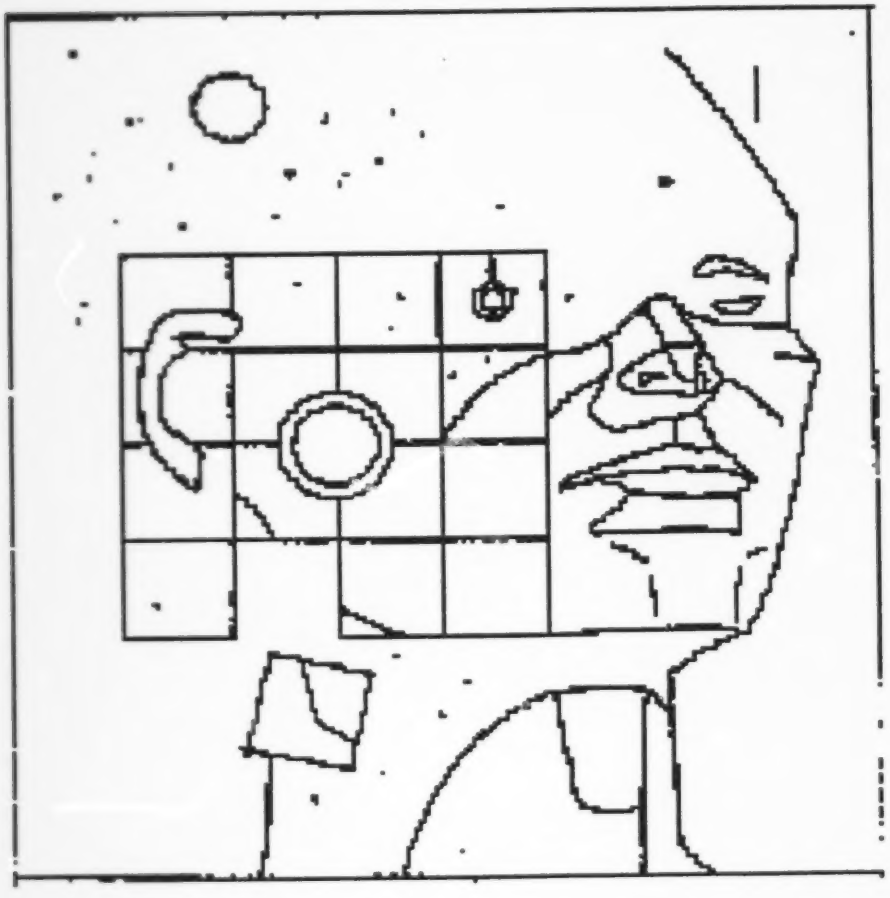
This document contains 16 lesson plans that can be used for career awareness activities in first grade. The lessons were developed by teachers and submitted as part of the Florida Blueprint for Career Preparation. The lesson plans include a topic, materials and information needed, and directions for activities. Lesson plans are designated by subject area; most of the activities fall into the language arts, social studies, and mathematics areas. Some of the topics in this unit include the following: "when I grow up," dental worker, school musical, puppets, the hands that feed us at school, developmental writing program (with a bibliography that lists 61 books, 4 filmstrips, and 2 videotapes), appreciation, "me" hats (how preferences affect career choices), and six lessons "from the rainbow treasure chest bank" (math enrichment). (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED357163

BEST PRACTICES IN CAREER DEVELOPMENT

ACTIVITIES FOR FIRST GRADE



A Supplement to the Blueprint for Career Preparation

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

L. Meadows

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Published by
Department of Education
Betty Castor, Commissioner

Produced by
Bureau of Career Development and Educational Improvement
Division of Vocational, Adult and Community Education
Florida Department of Education
January, 1993
From ideas submitted by Florida's classroom teachers

For Further Information, Contact
Division of Vocational, Adult and Community Education
Bureau of Career Development and Educational Improvement
Florida Education Center
Tallahassee, FL 32399-0400
(904) 488-0400 or (800) 342-9271
SunCom 278-0400

© **State of Florida, Department of State, 1993**

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

LANGUAGE ARTS
FIRST GRADE

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

"When I Grow Up I Want to Be..."

MATERIALS - INFORMATION NEEDED:

Materials vary with activity selected

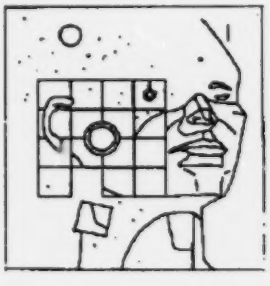
ACTIVITY:

Introduce a problem solving lesson about jobs by having the children create questions about possible future jobs they may have. For example, they may ask questions about the Post Office; then visit the Post Office on a field trip to find the answers. Questions about being a doctor may prompt a visit to the local hospital. A visit to a local television or radio station could follow questions about careers in broadcasting.

After a few lessons on different careers, sit down as a group and brainstorm about certain careers. List ideas on the chalkboard. Guide students to create a class book on careers. After the story is written, pass out pages to be illustrated.

During creative writing, ask the children to write and illustrate what career they want when they grow up. Begin the sentence with, "When I grow up I want to be ..." When everyone is finished, let them share and who pictures. As they share, brainstorm ideas about what jobs they would have to do in the career they chose.

After brainstorming a list of many careers and discussing them, make a "Who Am I?" box. Each child has a turn to reach in and get a piece of paper. Not showing anyone else, the student acts out the career while others try to guess what it is.



Have a variety of books available on careers.
Some might include: A Day in the Life of a Zoo Veterinarian, and A Day in the Life of a Racing Car Mechanic, both available from Troll; If I Were in Charge of the World, Judith Viorst; A My Name is Alice, Jane Bayer.

MATHEMATICS EXTENSION:

After the children have learned about different careers, help them to make a large wall chart or Venn diagram. Have the children categorize all of the careers. Some examples might be: jobs that help people, careers that use cars or trucks, jobs that involve animals. Be sure to remind children that some careers fit into more than one category.

CONTRIBUTED BY:

Angela Benaniti, Suzanne Fingerle, Leah Griffis, Annamarie Grimes, Sophie Hurst, and Cami McVay, Lake Country Elementary School, Highlands County

LANGUAGE ARTS
MATHEMATICS
SCIENCE
ART
FIRST GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Our School Family: Friendly Faces in Familiar Places

MATERIALS/INFORMATION NEEDED:

Materials necessary vary with the activity selected

ACTIVITY:

The following activities encompass several subject areas.

a) Brainstorm with students to create a list of school workers.

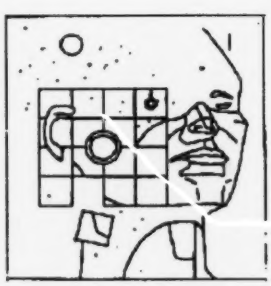
b) Have students describe what they perceive each school worker's duties to be. Record each description.

c) Rank each school worker according to student perceptions. Make a graph to record the rankings. There are no right or wrong answers.

d) Use interviews and materials from the media center such as books, films and videos to learn facts about school workers.

e) Make big books in which to write about selected workers.

f) Have students make life-sized replicas of selected workers by tracing outlines of the person on paper. Use fabric, yarn, etc. to complete the pictures.



g) Have students take pictures of the workers in their work areas. Have reprints made to share with others.

h) Display photographs on bulletin boards, posters, collages, etc.

i) Have students choose one of the jobs they have learned about that they might want to be one day. Have them give an oral presentation or write a description of that job.

j) Plan an assembly around a "What's My Line?" theme. Invite the Superintendent. Have students read some of their original job descriptions from activity (b) above. Have the superintendent try to match the school workers with the descriptions.

Students should be able to give three correct facts about two different school workers.

CONTRIBUTED BY:

Loretta Ellis, Lisa Atkinson, Carole Disler, Joyce Gordon, Fontaine McAuliff, Dawn Schommer, Gay Vaughn, Sun 'n Lake Elementary School, Highlands County

SOCIAL STUDIES
FIRST GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Career as a Dental Worker

MATERIALS/INFORMATION NEEDED:

Resource person (dentist or hygienist)
Paper, pencils, crayons

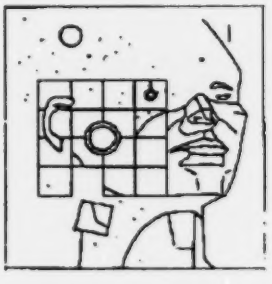
ACTIVITY:

After the resource person explains the responsibilities and importance of the dentist's and hygienist's jobs, the children will role-play a visit to the dentist's office.

Each child will write one sentence explaining one important part of a dentist's or hygienist's job and illustrate the sentence.

CONTRIBUTED BY:

Michelle Brown, Cedar Grove Elementary, Bay County



MUSIC
FIRST GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

A School Musical

MATERIALS/INFORMATION NEEDED:

Use the Elementary Career Development Competencies to assist in the development of an original script.

ACTIVITY:

This activity uses the theme of growing up and entering a career to create an original 45 minute musical. Backdrops are slides of career people at their work sites projected behind the students who are dancing and singing.

a. Enlist the assistance of parents and volunteers to help with choreography, costume designs, set designs and career slide backdrops.

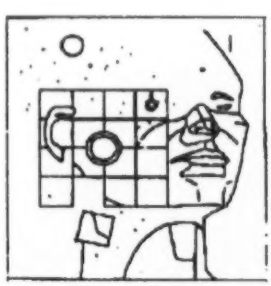
b. Develop the theme and select the music to tie in with an evolving script. "Growing Up Great" was the musical title used at Keeth Elementary.

c. Produce and present the musical.

d. Allow students to present elements of the musical to groups in the community.

CONTRIBUTED BY:

Virginia Vrichko, Keeth Elementary School, Seminole County



LANGUAGE ARTS
FIRST GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Puppet Activity

MATERIALS/INFORMATION NEEDED:

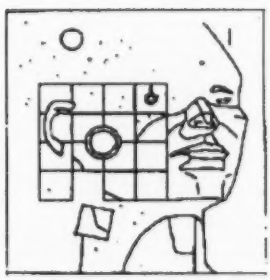
Career puppet faces (provided)
Small paper bags
Crayons
Scissors
Glue

ACTIVITY:

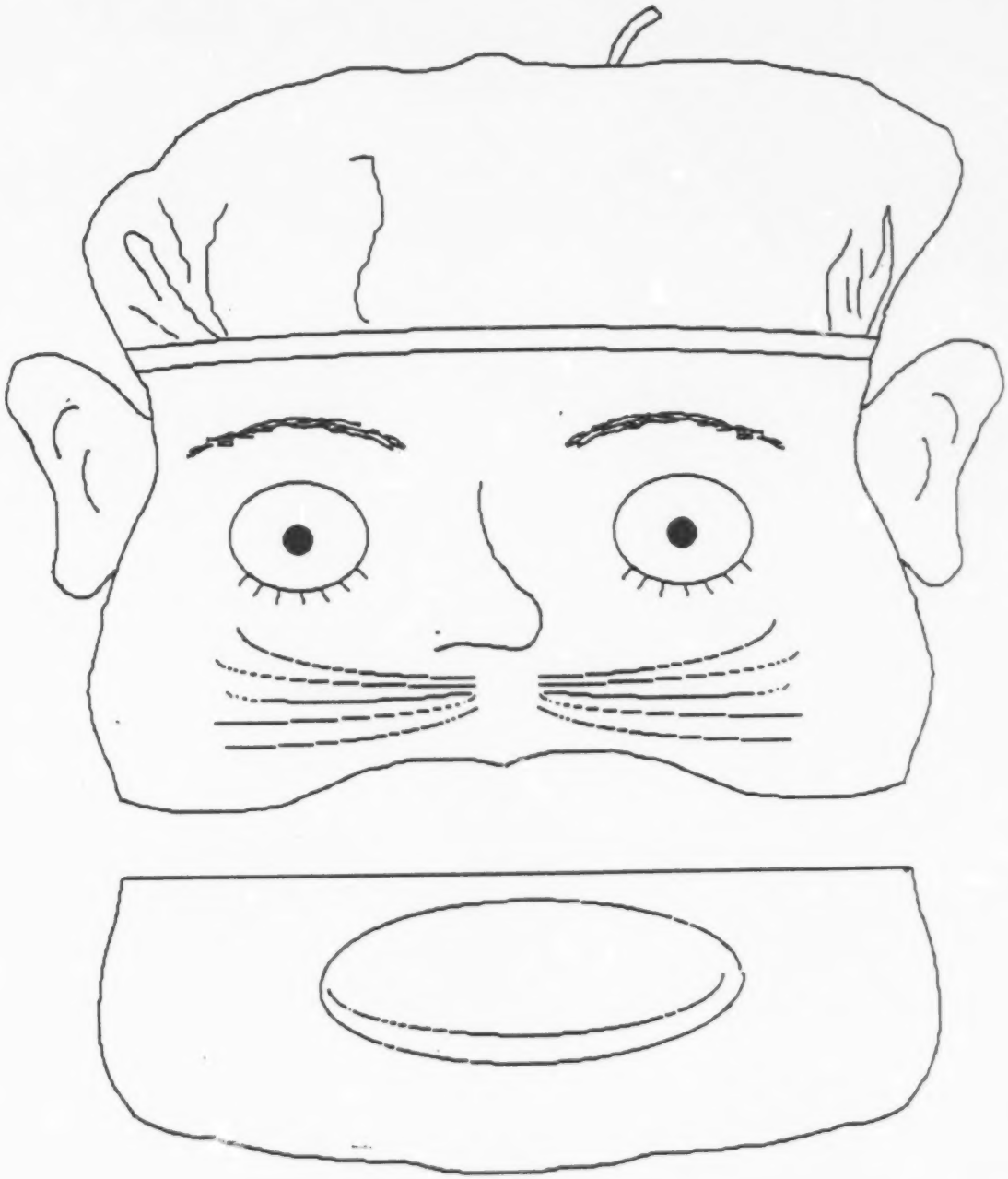
Have students color, cut, and past career puppets on a paper bag. Using the puppets the children have made, the teacher will have children orally share a fact about their career puppet (i.e., I'm a nurse, I put bandages on cuts.)

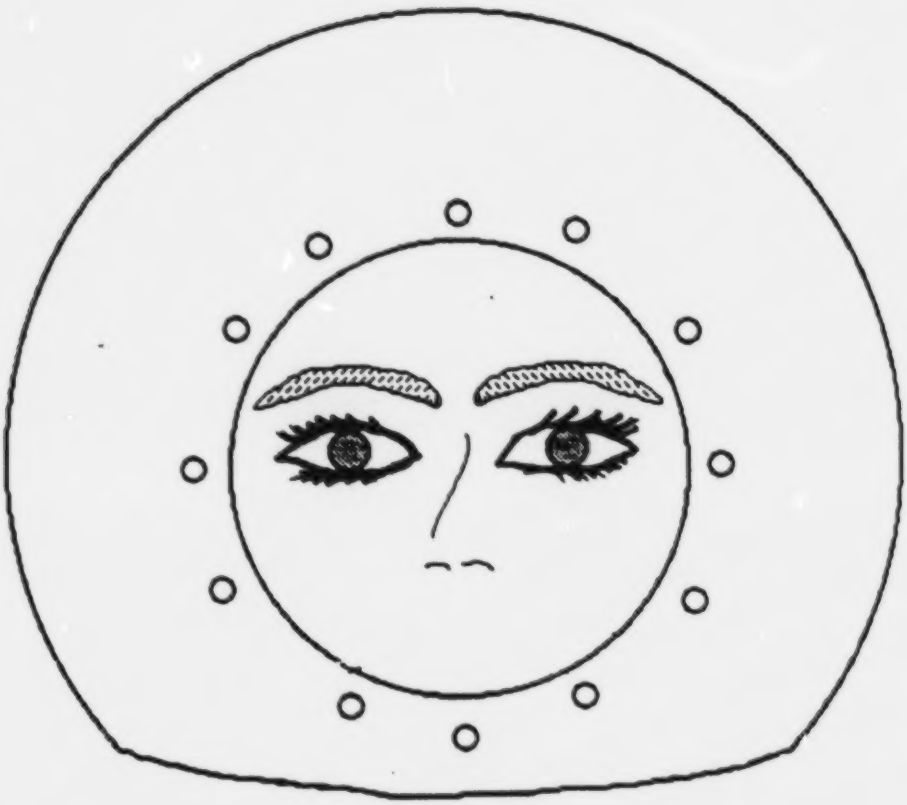
CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."

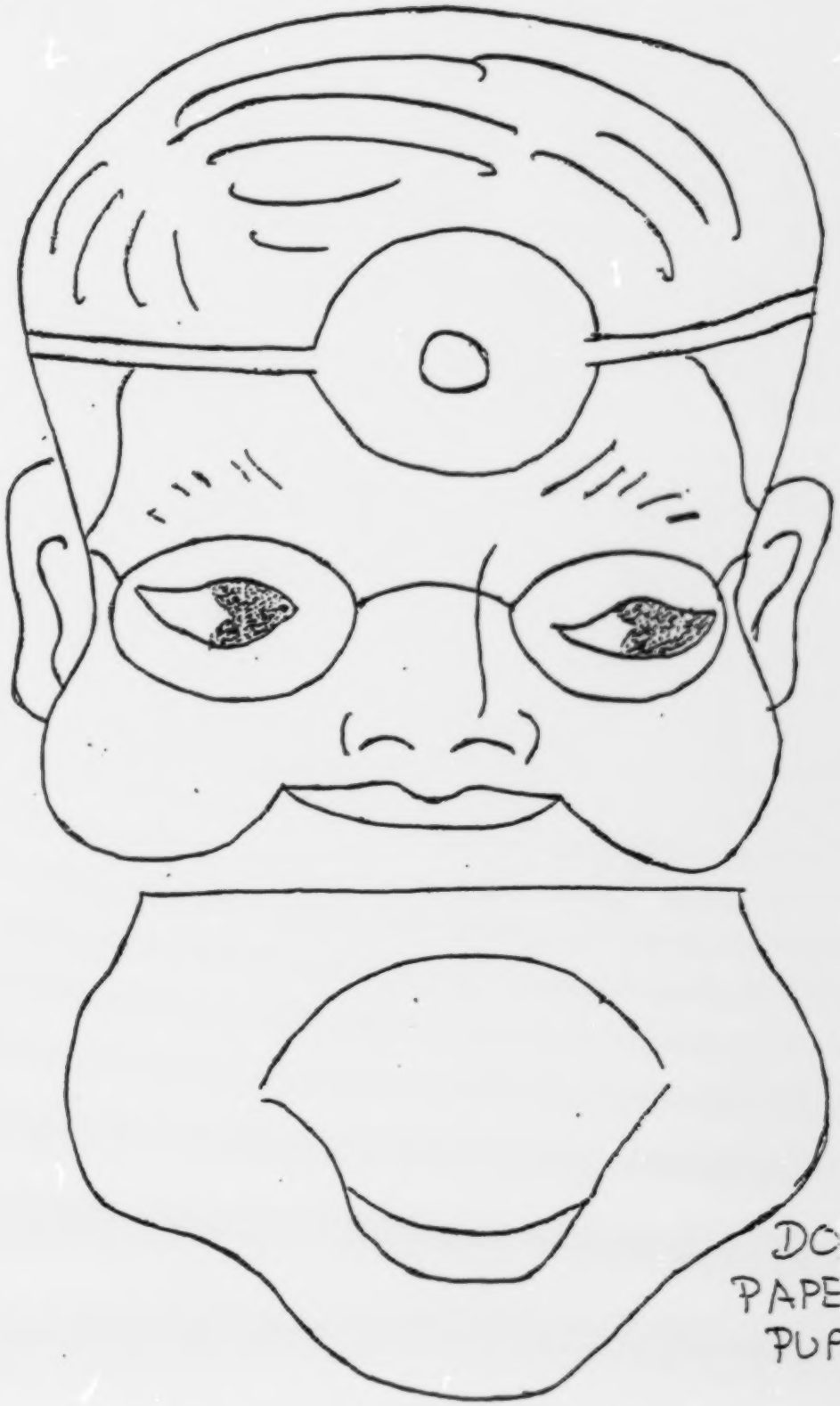


CHEF
OR
BAKER
PAPER BAG
PUPPET
Mari Schaible
8

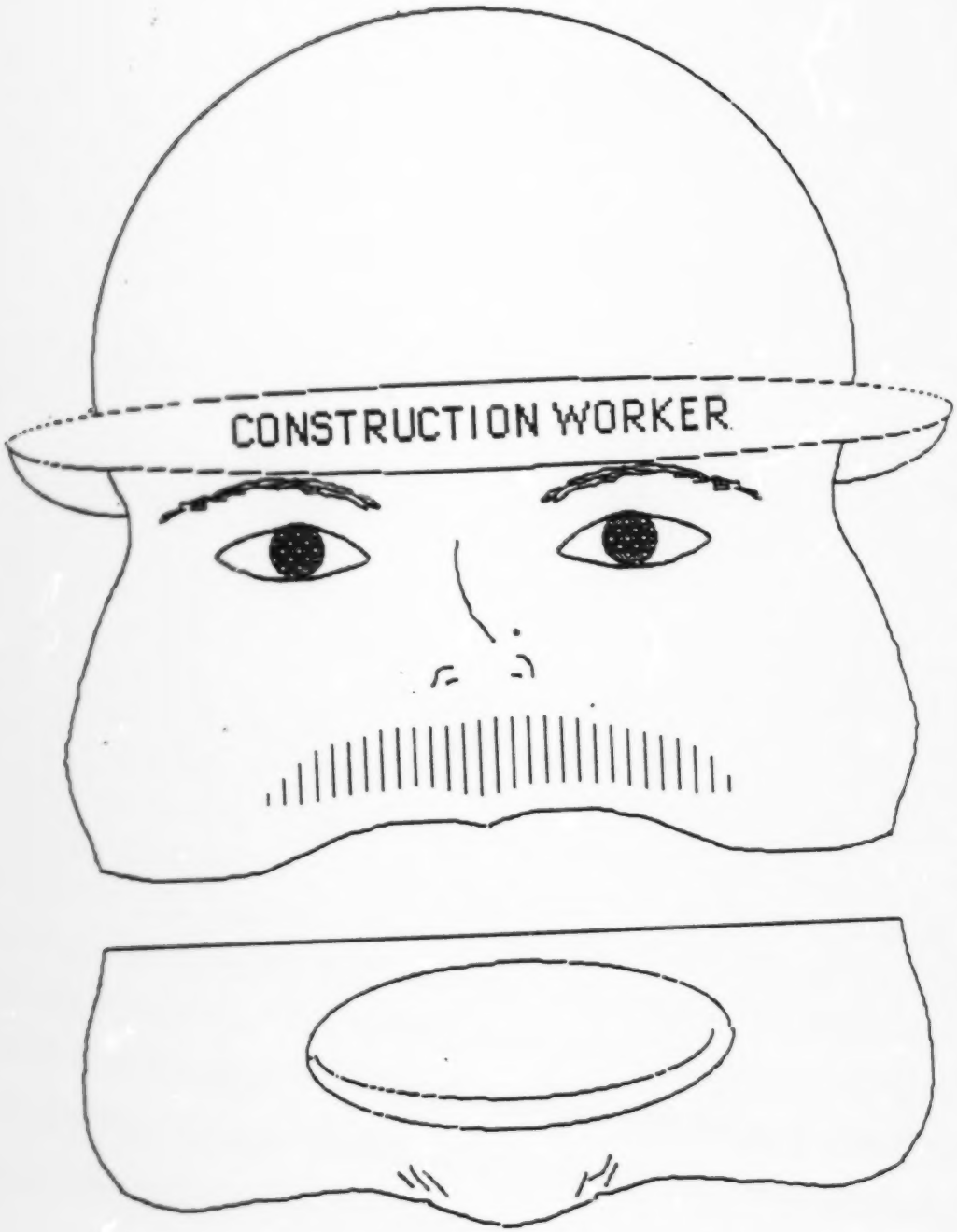




FIRE CHIEF
PAPER BAG
PUPPET



DOCTOR
PAPER BAG
PUPPET
Mari Schatte


CONSTRUCTION WORKER

SOCIAL STUDIES
MATHEMATICS
FIRST GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

The Bus Driver

MATERIALS/INFORMATION NEEDED:

Activity Sheet (provided)

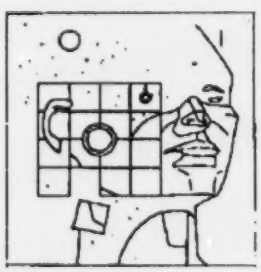
ACTIVITY:

Discuss the role of a bus driver. Stress the fact that a bus driver uses a map, which is a drawing of a real place. A map helps the bus driver find places.

Introduce the Activity Sheet on being a bus driver. Read the directions to the students. Have students complete the Activity Sheet.

CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."

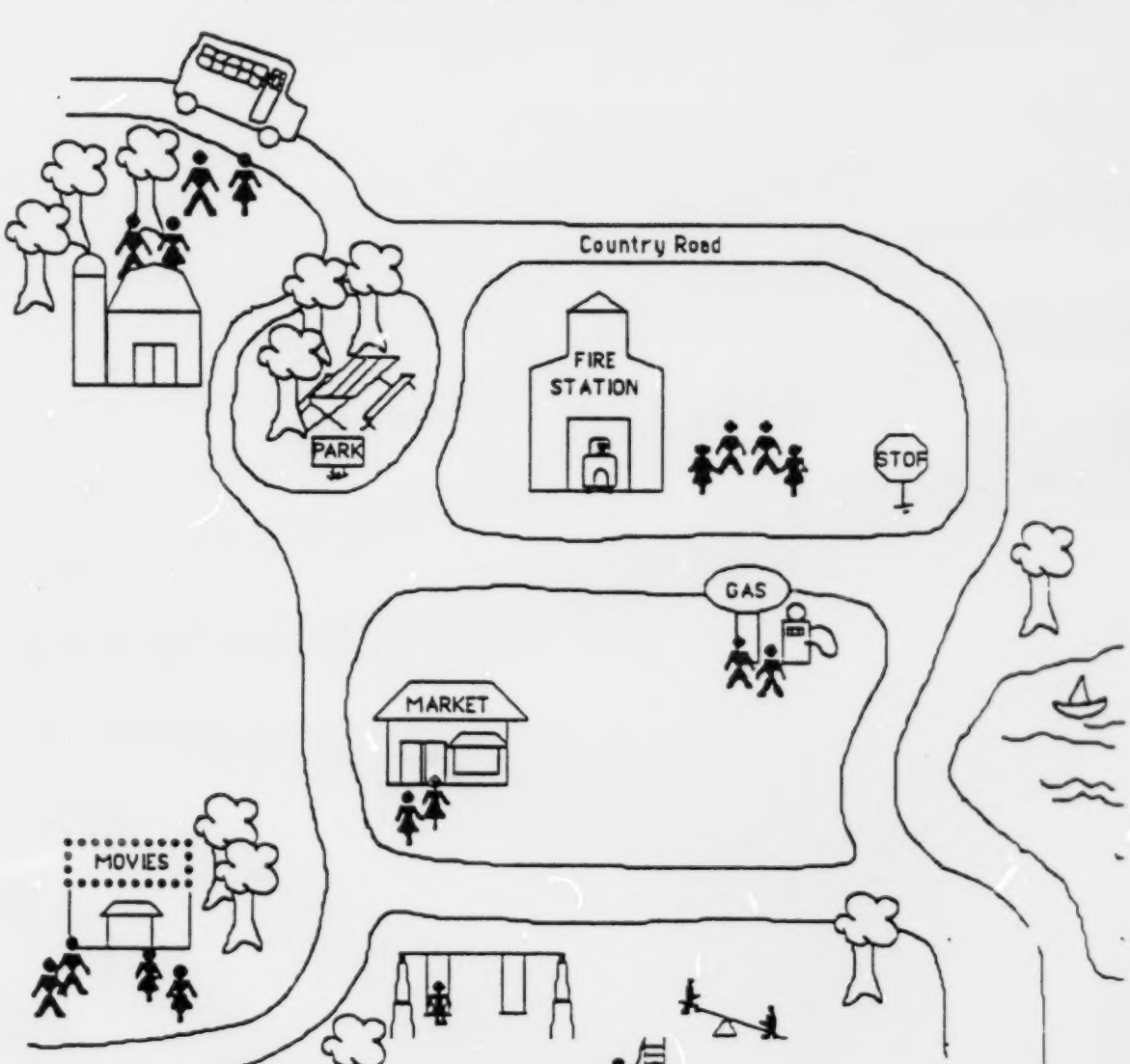


NAME: _____

Directions: Be a bus driver. Draw your bus trip. Follow the directions below.

Pick up four children at the farm.
Pick up two children at the movie theatre.
Pick up three children at the fire station.
Drop off two children at the park.

How many children are on your bus? _____ children



INTEGRATED LESSON
FIRST GRADE

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

The Hands That Feed Us At School

MATERIALS/INFORMATION NEEDED:

The teacher should have knowledge of each cafeteria worker and the particular task each performs.

Talk with the cafeteria manager to see if food can be served in the classroom.

Ditto page (provided) with smaller graph which has been shaded for each student to read independently.

An unshaded graph, large enough for students to stand on.

ACTIVITY:

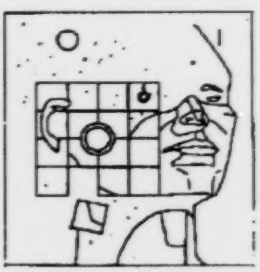
Day 1: Prior to going to lunch, tell the students that you want them to observe the cafeteria workers and the jobs they are doing. After returning to the classroom, discuss what jobs were being done by the workers. Write each job on the board and pronounce each while pointing to the word. Write a sentence with each word, using the worker's name. For example, Mrs. Tai is the cafeteria manager.

Have students read the words and sentences.

Day 2: Review the cafeteria workers' names and jobs. Introduce the vocabulary **goods** and **services.**

Services are things one person or group does for another.

Goods are people-made things. Goods are used to satisfy our wants and needs. You may wish to discuss **needs** and **wants.**



Discuss other community services and goods and how people depend on others for the goods and services.

Day 3: Have the students role play the cafeteria workers. Do this in your classroom. Make name tags for each worker. Write the name of the cafeteria worker and job title on the tag.

Set up a serving line to portray your cafeteria line.

Assign students to assume the role of the cafeteria workers. Keep the job titles exactly as they are in your cafeteria. This is important for young children.

The student workers will serve the food to the other children. Each student worker knows exactly what he/she will be doing. For example, the cashier will punch the lunch tickets and/or collect money. The dishwasher will empty and stack the trays. The serving line workers will actually serve the food onto the trays.

Sanitary measures should be discussed prior to having students handle the food. Gloves should be worn to make the experience as realistic as possible for the students.

Have students read their pre-shaded bar graph.

After lunch, have the students make a "live" bar graph. Place the large graph on the floor. Ask students to stand ont the graph to show how many workers there are for each job named on the graph. Color in the graph.

As a follow-up, have students make a "Big Book" about "The Hands That Feed Us At School." Students will draw the cafeteria workers and write a sentence to tell what each person does in his or her job.

CONTRIBUTED BY:

Linda R. Scott, Primary Resource Teacher, Gove Elementary, Palm Beach County School District

LANGUAGE ARTS
FIRST GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Career Awareness: A Developmental Writing Program

MATERIALS/INFORMATION NEEDED:

Reference list (provided)

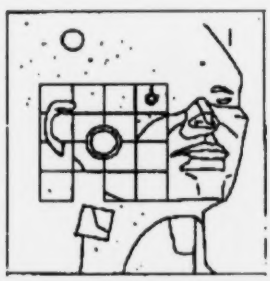
ACTIVITY:

This series of career awareness writing activities uses group writing as a strategy for teaching the writing process to young children. Group writing begins with a shared experience which precedes the pre-writing activity. The pre-writing activity provides the class an opportunity to review and discuss the shared experience and list words and phrases which may be used in the rough draft. The rough draft permits young writers to express the ideas knowing that improvements can be made during revision. After revision, the "published" copy is illustrated and the students share the completed work.

a. Share books at a career table. Read excerpts from selected books.

b. Make career puppets and hats. Patterns may be found in published sources such as "Patterns for Pinwheels, Pop-Ups, and Puppets," David S. Lake Publishers, 1988.

c. Encourage play activities using the puppets. A child chooses a career and wears the hat or uses the puppet to act out the career. Students take turns telling another student about a job or asking questions about a job.



d. Use poems for daily handwriting practice. "Who am I?" riddles or poems describing common careers may be created. You may also use published materials, such as Frank Schaffer's SCHOOL DAYS, April/May/June, 1988. (Frank Schaffer Publications, Inc.) Have students illustrate the poems and riddles, then compile booklets. Laminating pages will make them more durable for student handling.

e. Follow-up by showing filmstrips and/or having career person(s) visit your class.

f. A culminating activity could be matching workers and their tools.

CONTRIBUTED BY:

Cathy Snyder, Tracy Chapman, Luisa Cuevas, Teresa Eddinger, Peggy Heistand, Lynn Roberts, and Karen Toselli, First Grade Teacher Team, Dover Elementary, Hillsborough County

CAREER EDUCATION BIBLIOGRAPHY

Anders, Rebecca. Careers in a Library. Lerner, 1978.
Beckman, Beatrice. I Can Be President. Children's Press, 1984.
Beckman, Beatrice. I Can Be a Teacher. Children's Press. 1985.
Behrens, June. I Can Be an Astronaut. Children's Press, 1984.
Behrens, June. I Can Be a Nurse. Children's Press, 1986.
Behrens, June. I Can Be a Pilot. Children's Press, 1985.
Behrens, June. I Can Be a Truck Driver. Children's Press, 1985.
Bell, Rivian. Careers at a Movie Studio. Lerner, 1983.
Bell, Rivian. Careers at a Record Company. Lerner, 1983.
Benson, Chris. Careers in Animal Care. Lerner, 1974.
Benson, Chris. Careers in Auto Sales & Service. Lerner, 1974.
Benson, Chris. Careers With the City. Lerner, 1974.
Benson, Chris. Careers in Conservation. Lerner, 1974.
Benson, Chris. Careers in Education. Lerner, 1974.
Blumenfeld, Milton. Careers in Photography. Lerner, 1979.
Broekel, Ray. I Can Be an Author. Children's Press, 1986.
Broekel, Ray. I Can Be an Auto Mechanic. Children's Press, 1985.
Clinton, Susan. I Can Be an Architect. Children's Press, 1986.
Davis, Mary. Careers in a Bank. Lerner, 1975.
Davis, Mary. Careers in Baseball. Lerner, 1973.
Davis, Mary. Careers in a Medical Center. Lerner, 1973.
Fitz-Gerald, Christine. I Can Be a Reporter. Children's Press, 1986.
Greene, Carol. I Can Be a Baseball Player. Children's Press, 1985.
Greene, Carol. I Can Be a Football Player. Children's Press, 1984.
Greene, Carol. I Can Be a Model. Children's Press, 1985.
Hallenstien, Kathy. I Can Be a TV Camera Operator. Children's Press, 1984.
Hankin, Rebecca. I Can Be a Doctor. Children's Press, 1985.
Hankin, Rebecca. I Can Be a Firefighter. Children's Press, 1985.
Hankin, Rebecca. I Can Be a Musician. Children's Press, 1984.
Lerner, Mark. Careers at a Zoo. Lerner, 1980.
Lerner, Mark. Careers in Beauty & Grooming. Lerner, 1977.
Lerner, Mark. Careers in a Restaurant. Lerner, 1979.
Lerner, Mark. Careers in a Supermarket. Lerner 1979.
Lerner, Mark. Careers in Toy Making. Lerner, 1980.
Lerner, Mark. Careers in Trucking. Lerner, 1979.
Lerner, Mark. Careers With a Newspaper. Lerner, 1979.
Lerner, Mark. Careers With a Radio Station. Lerner 1983.
Lillegard, Dee. I Can Be a Baker. Children's Press, 1986.
Lillegard, Dee. I Can Be a Welder. Children's Press, 1986.
Lillegard, Dee. I Can Be a Carpenter. Children's Press, 1986.
Lillegard, Dee. I Can Be an Electrician. Children's Press, 1986.
Lumley, Kathryn. I Can Be an Animal Doctor. Children's Press, 1985.
Mathias, Catherine. I Can Be a Computer Operator. Children's Press, 1985.
Mathias, Catherine. I Can Be a Police Officer. Children's Press, 1986.
Meade, Chris. Careers With a Railroad. Lerner, 1975.
Osinski, Christine. I Can Be a Photographer. Children's Press, 1986.
Palladian, Arthur. Careers in the Air Force. Lerner, 1977.
Palladian, Arthur. Careers in the Army. Lerner, 1978.
Palladian, Arthur. Careers in the Navy. Lerner, 1977.

Petersen, Johanna. Careers With The Fire Department. Lerner, 1975.
Petersen, Johanna. Careers With the Postal Service. Lerner, 1975.
Ramos, Gloria. Careers in Construction. Lerner, 1973.
Ray, JoAnne. Careers in Football. Lerner, 1973.
Ray, JoAnne. Careers in Computers. Lerner, 1973.
Ray, JoAnne. Careers With The Police Department. Lerner, 1973.
Ray, JoAnne. Careers With A Television Station. Lerner, 1973.
Rowan, James. I Can Be a Zoo Keeper. Children's Press, 1985.
Sipiera, Paul P. I Can Be an Astronomer. Children's Press, 1984.
Storms, Laura. Careers With an Orchestra. Lerner, 1983.
Tomchek, Ann. I Can Be a Chef. Children's Press, 1985.
Wilkinson, Sylvia. I Can Be a Race Car Driver. Children's Press, 1986.

FILMSTRIPS:

Community Helpers - Groups 1 & 2, SVE.
Community Workers. Encyclopedia Britannica. 4 filmstrips, 4 cassettes.
I Want To Be... Educational Enrichment Materials. 6 filmstrips, 2 records.
Lollipop Dragon Adventures - World of Work. SVE. 6 filmstrips, 3 cassettes.

VIDEOS:

Community Helpers. 8 programs. Florida Department of Education.
World of Work - Primary. 5 programs. Florida Department of Education.

LANGUAGE ARTS
ART
FIRST GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Appreciation: What (my counselor) Means to Me

MATERIALS/INFORMATION NEEDED:

Paper
Crayons, tempera, or other drawing materials

ACTIVITY:

This activity encourages students to be aware of sources of help and to practice good interpersonal skills by expressing gratitude in a sincere manner.

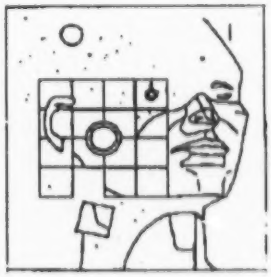
a. Have students select a person who helps them.

b. When the class agrees on the one person to honor, have students write and/or draw expressions of how they feel that person has helped them.

c. Have the class compile a booklet of these expressions to give to that person.

CONTRIBUTED BY:

Sharon Petelle, Elementary Guidance Counselor, Brevard County



INTEGRATED UNIT
FIRST GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

"Me" Hats

MATERIALS/INFORMATION NEEDED:

Magazines
Glue
Decorative materials
18" x 24" newsprint

ACTIVITY:

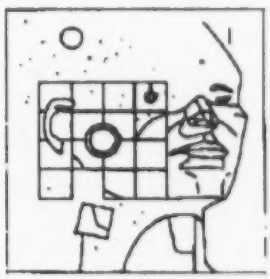
Give each student a piece of newsprint and have the class, under your direction, fold the paper into a triangular hat.

Give each student a magazine, scissors, and glue. On one side of the hat have students paste things cut from their magazines or drawings which they LIKE. Have students do the same thing for the other side only this time using things they DO NOT LIKE.

Have the students pair off and compare hats. Have them try to identify at least one thing they both like or dislike. After five minutes, have one pair join another pair and compare again. When the whole group comes together again, discuss how likes and dislikes can affect career choices.

CONTRIBUTED BY:

"*Classroom Career Capers,*" The School Board of Seminole County, Florida



MATHEMATICS
FIRST GRADE

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

"From the Rainbow Treasure Chest Bank," a mini-unit for math enrichment

MATERIALS/INFORMATION NEEDED:

Activity sheets (provided)

Materials needed are listed on individual lesson sheets which follow.

Background information: To become a consumer, one must first have earning power. As a worker, we can make choices as to how our earnings may be used. We learn the value of coins and currency and use these in the economic world in the best methods to our advantage if we excel as a money keeper and spender.

In order to be a wise consumer, we must understand the marketing and production technology along with its advertising methods.

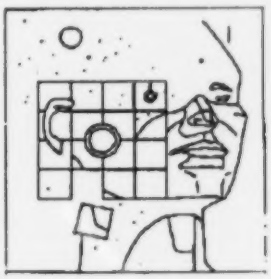
The necessities of life as well as things that are above and beyond our basic needs constitute our economic system in America. Methods by which this economic system works varies from time to time. Our decision-making as a consumer helps to influence the methods needed for success in our economy.

GLOSSARY:

advertise to inform people of a firm's goods and services

bank a business place that stores (in checking and savings accounts), exchanges and lends money.

coin a piece of metal stamped with a design and issued in public for the use of money



cost the price of goods and services

consumer a person who buys and makes final use of goods and services

currency paper bill printed by the government to be used as money

deposit to put money in a bank account

earning power capacity for working to receive money

market any situation in which exchange takes place; where goods and services are exchanged for other goods and services, with or without the use of money

price amount of money which must be paid for goods and services

production process of combining resources to make goods and services

ACTIVITY:

The lessons that follow will help the student be able to define earning of money, banking of money, production of goods and services for use of money, and purchasing with money for consumer satisfaction.

CONTRIBUTED BY:

Shirley J. Sutherland, Wilkinson Elementary, Sarasota County

FROM THE RAINBOW TREASURE CHEST BANK

LESSON ONE

OBJECTIVE:

The student will identify *coins* and *currency* as part of *earning power.*

MATERIALS NEEDED:

Make-believe money
4 coin-storage containers
Paper doll work sheets
Large manilla envelopes

ACTIVITY:

1. Discuss earning power.

2. Demonstrate earning money for work done.

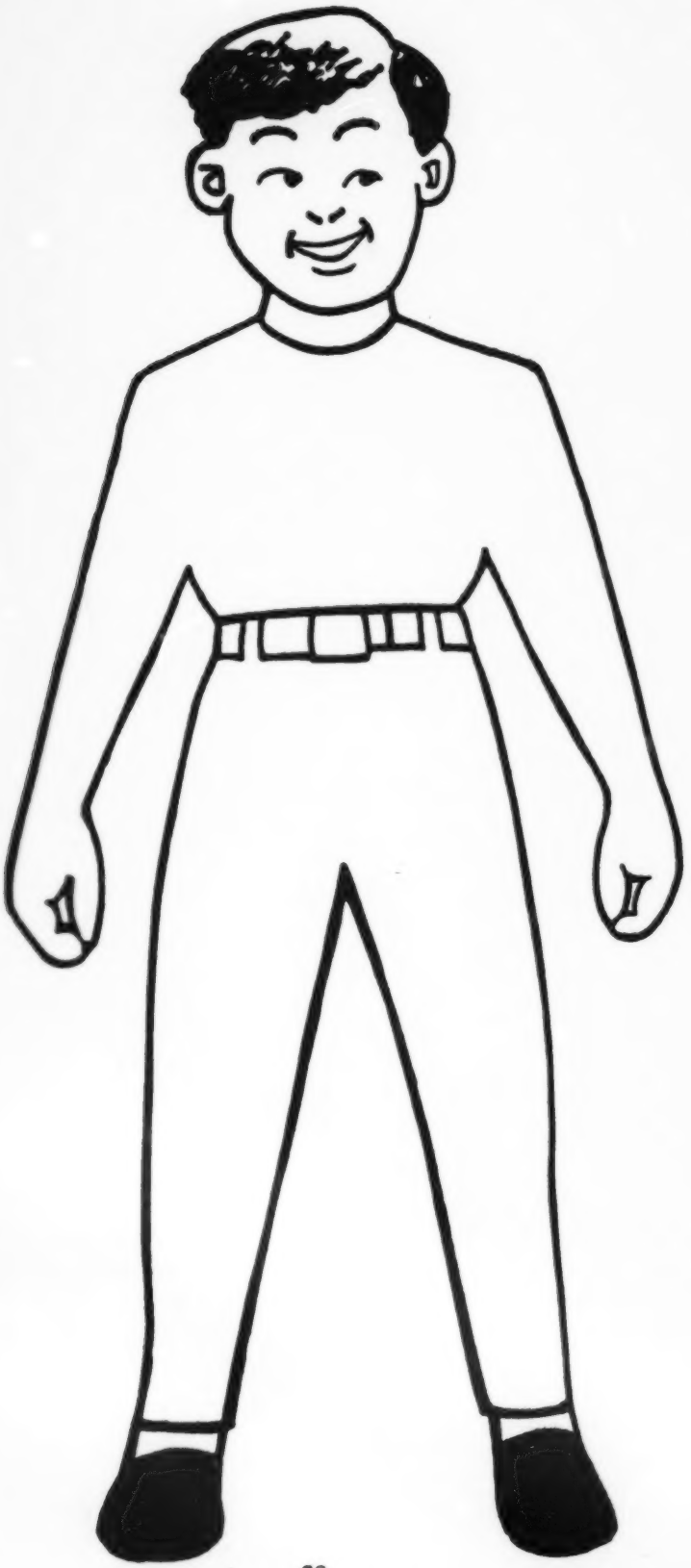
3. Explain to the students that they will have the opportunity to *earn* money for six days to be used to purchase products for a set of paper doll children. Show a finished set of paper dolls.

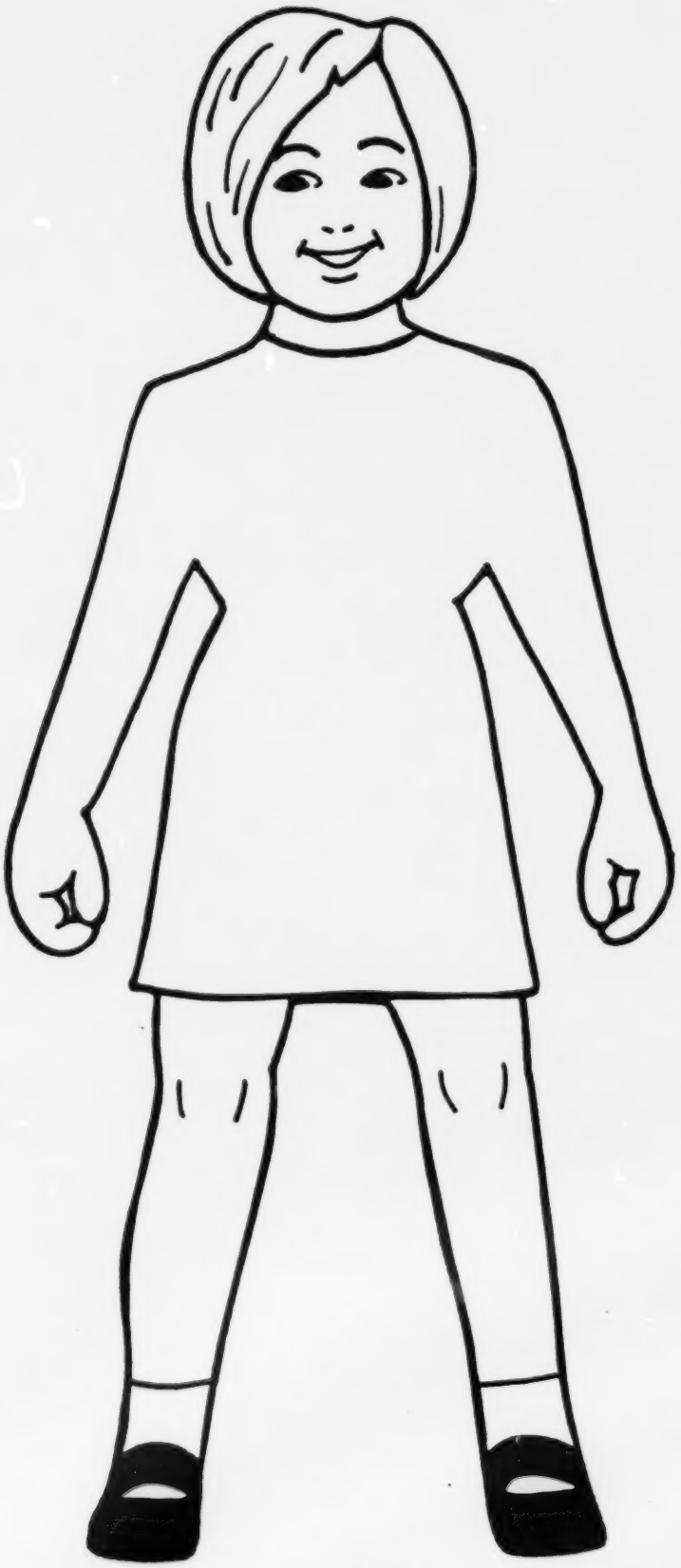
4. Name coins and currency using real coins and a dollar bill. Then, introduce play money to be used in the lessons in this unit.

5. List on board what can be earned and how it may be earned.

   $1.00 for a full day of excellent citizenship
   .25 for an excellent paper
   .10 for quiet work during a paper work activity
   .05 for keeping work area cleaned up after each activity
   .01 for doing a good deed without being asked

6. Have students color and cut out their paper doll set and place them in large manila envelopes. You may wish to have volunteers glue the dolls to light-weight cardboard.





FROM THE RAINBOW TREASURE CHEST BANK

LESSON TWO

OBJECTIVE:

The student will bank monies earned.

MATERIALS NEEDED:

Treasure chest work sheets	crayons
6 x 9 manilla clasp envelopes	scissors
$1.00 play money bills	glue

ACTIVITY:

1. Discuss how monies earned must be banked for future use and safekeeping.

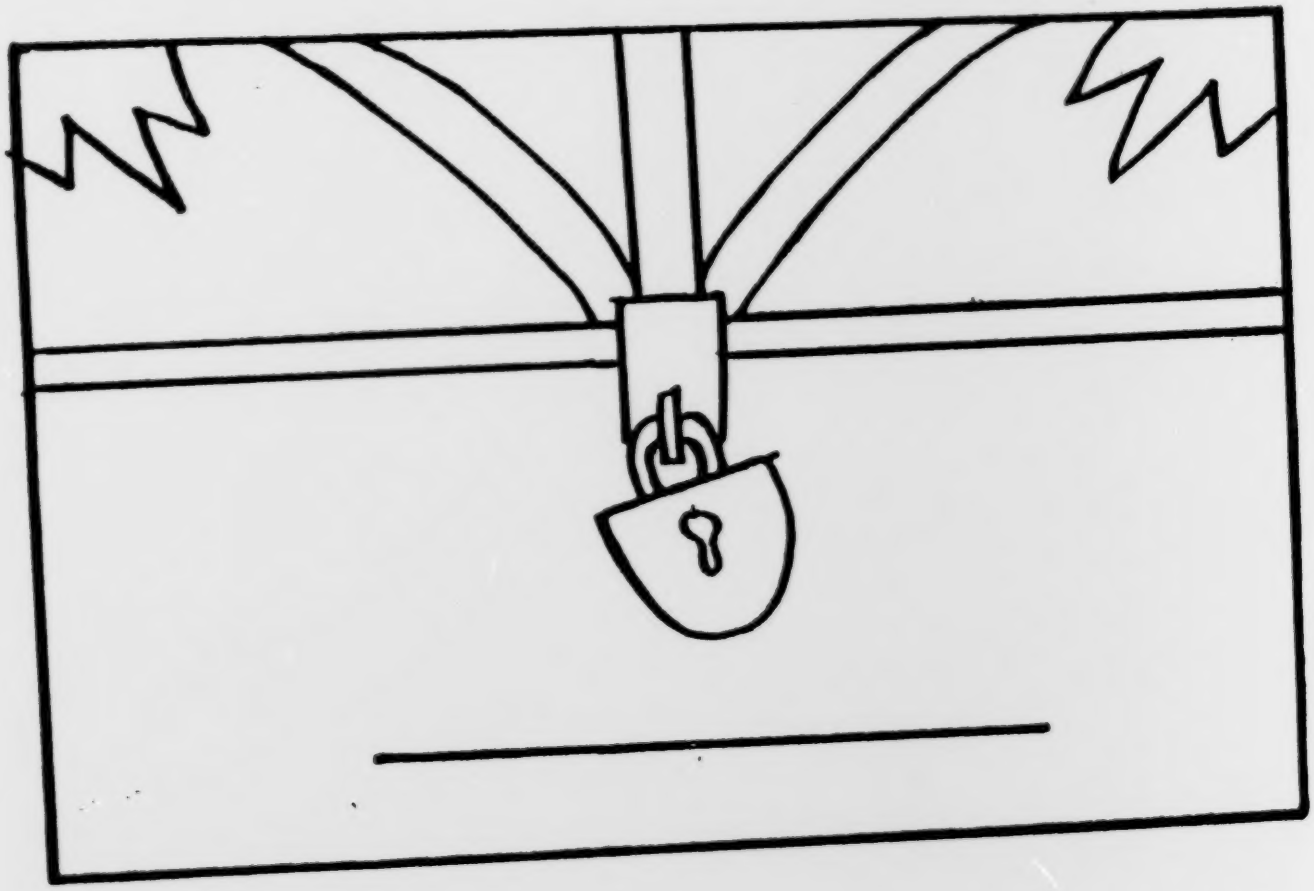
2. Show a completed "Treasure Chest Bank" envelope.

3. Have children color and decorate the Treasure Chest Bank worksheet. Cut out worksheet and paste on a 6 x 9 manilla envelope.

4. Give each child $1.00 play money to put in the bank as a "special bonus" in going a good job on work. This gives students the satisfaction of having some money already in the bank.

5. Place banks in basket at each table for easy accessibility to place money inside as earned.

Treasure Chest Bank



FROM THE RAINBOW TREASURE CHEST BANK

LESSON THREE

OBJECTIVE:

The student will define goods and services as part of production as a manufacturing company is formed.

MATERIALS NEEDED:

Paper dolls (from LESSON ONE)
Clothing patterns for dolls
Mimeographed clothes
Cardboard clothing patterns
Mini-baskets or envelopes for clothing
Wallpaper books
Construction paper
Scissors
Pencils
Glue
Crayons

ACTIVITY:

1. Form and name a company for the sale of clothing made.

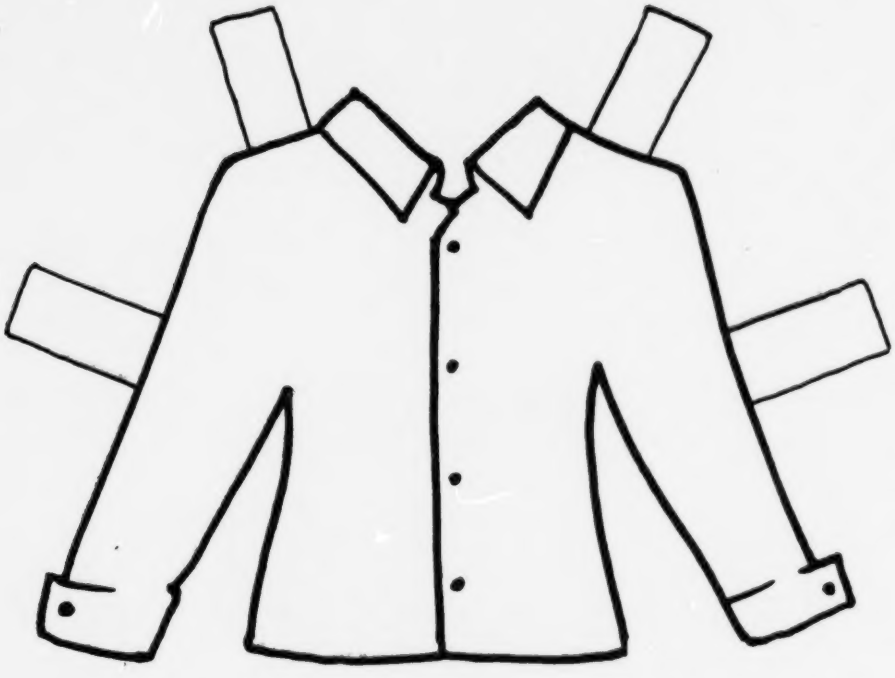
2. Discuss the types of clothing that could be manufactured (produced) for the paper dolls.

3. Have students choose materials for making clothes for the child's own paper dolls with the understanding that they will be put in mini-baskets or envelopes to be sold to someone else. Tell the children that they will have an opportunity to buy someone else's product for their paper dolls. (This is to be done in the final lesson of the unit.)

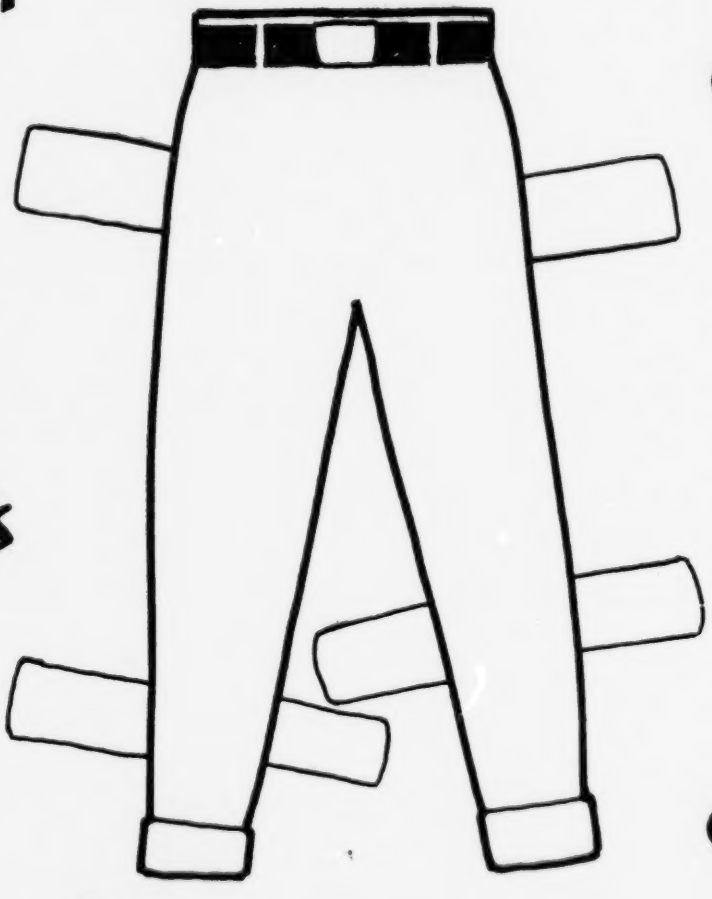
4. Have students make clothes and explain to them that the items they have made are a form of production.

5. Place produced clothes in production baskets or envelopes.

6. As a follow-up, read "The Emperor's New Clothes."



Man's Shirt

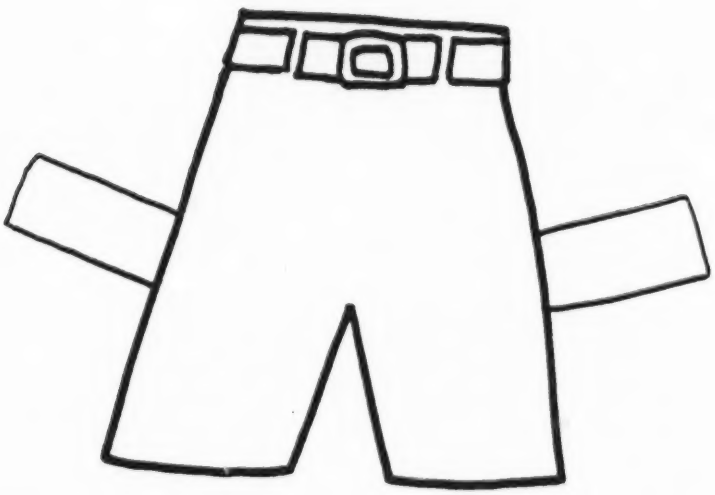


Man's Pants

Girl's Skirt

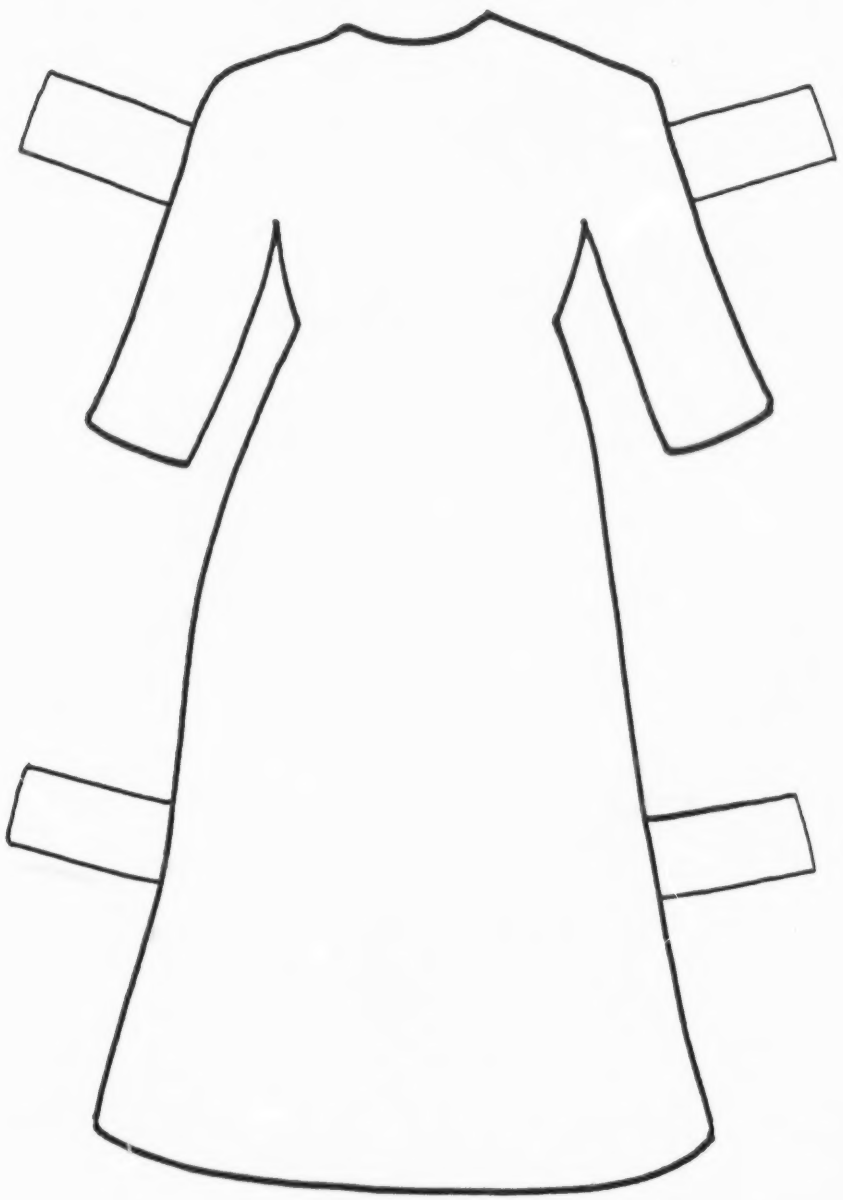
Girl's Blouse

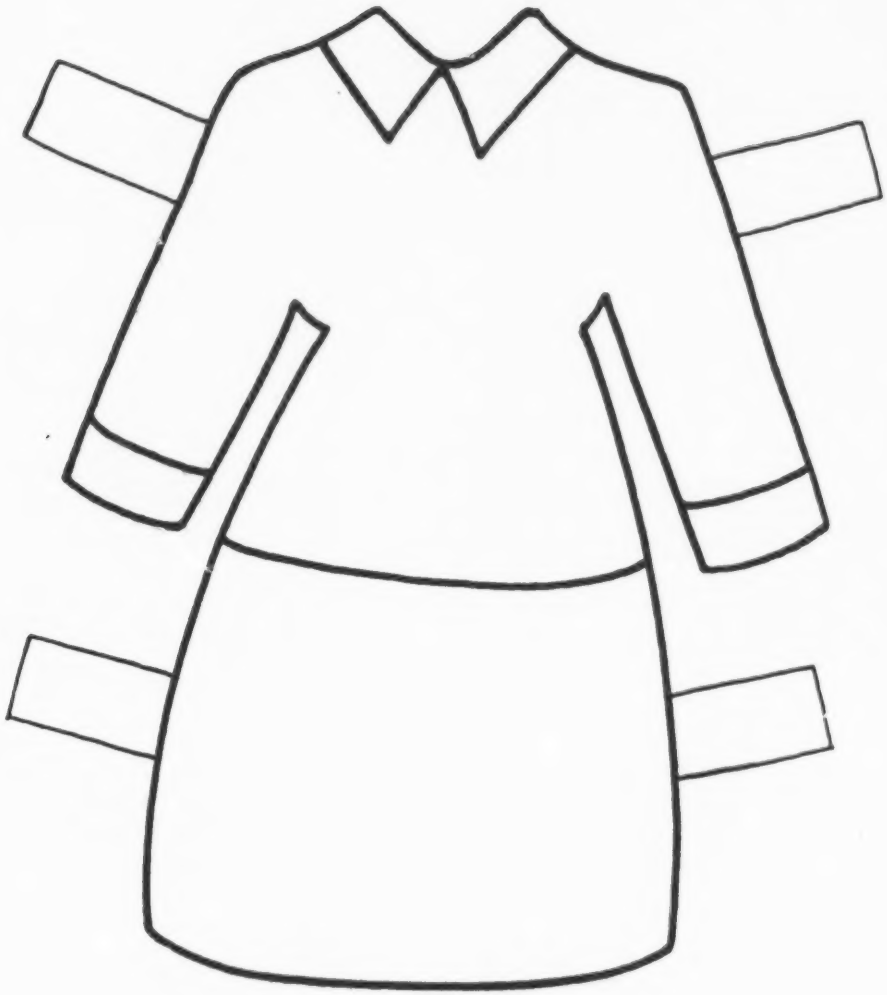
Girl's Shorts



Man's Shorts

Girl's Evening Gown





GIRL'S DRESS

FROM THE RAINBOW TREASURE CHEST BANK

LESSON FOUR

OBJECTIVE:

The student will determine that a company receives money for goods and services that are marketed.

MATERIALS NEEDED:

Volunteer aid
Make-believe money
Fake contract
Manufactured clothing (from LESSON THREE)

ACTIVITY:

1. Lead a discussion to determine the price for selling the items of clothing that they have produced.

2. Have students negotiate with a purchaser and make a sale.

3. Make out a purchase order (contract.) Purchaser will take items away.

4. Tell the children that some of the money has to go back to the company to be used for future production costs. Lead a discussion to determine what this amount should be.

5. As a follow-up, write an experience chart story. Children may copy the story from the chart.

FROM THE RAINBOW TREASURE CHEST BANK

LESSON FIVE

OBJECTIVE:

The student will price items for a store to advertise and sell clothing items.

MATERIALS NEEDED:

Tags
String
Tape
Crayons
Markers
Paper doll clothing
Volunteer aid
Newspaper ad for clothing

ACTIVITY:

1. Children should determine the cost to be placed on each type of clothing using $1.00, 25¢, 10¢, 5¢ and 1¢.

2. Write price of each set of garments on tags. You may want to use volunteer help.

3. Regroup for discussion: What does advertise mean? Show an advertisement in newspaper for clothes. Suggest placing items on bulletin board so that consumers can look them over for purchasing.

4. Have students draw pictures to illustrate an advertisement.

FROM THE RAINBOW TREASURE CHEST BANK

LESSON SIX

OBJECTIVE:

The student will understand the concept of buying items as a purchasing price for goods and services.

MATERIALS NEEDED:

Treasure chest banks containing money earned throughout the unit
Paper dolls
Paper doll clothing
Volunteer help
Large envelopes

ACTIVITY:

1. Tell the children that they now are becoming consumers in a store with money to purchase clothing for their paper doll set. Remind them not to purchase the clothes they have made.

2. Have students purchase clothing from volunteer help who are acting as sales clerks, using the monies earned and banked.

3. Allow children to discuss their transactions and place dolls and clothes in a large envelope.

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

BEST COPY AVAILABLE